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ABSTRACT

The report describes a workshop held to facilitate compliance with recent Tennessee legislation and organized to: (1) plan a model pre-vocational education program at the seventh and eighth grade level and (2) plan for personnel development for teachers, counselors, coordinators, and others responsible for prevocational education programs. Pre-workshop activities included gathering appropriate resource materials, visiting existing pre-vocational and career education programs, preparing reference materials and meeting with consultants and selected school representatives. The two-week workshop brought together individuals of varying backgrounds who represented the complete spectrum of course offerings at the model school, Central Middle School (CMS), and made liberal use of consultants, small and large group work, audio-visual materials, and field trips. Participants' evaluations were generally favorable. The workshop produced statements of philosophy and goals for the CMS pre-vocational education program, instructional units for each participating teacher, a public relations plan for advertising the program to both teachers and the general community, and proposed courses in pre-vocational education to be offered at Middle Tennessee State University. Nine recommendations summarize the workshop's findings. Fifteen pages of appendixes include lists of workshop participants, consultants, and visitors, as well as pre-vocational units for English and office occupations. (JR)

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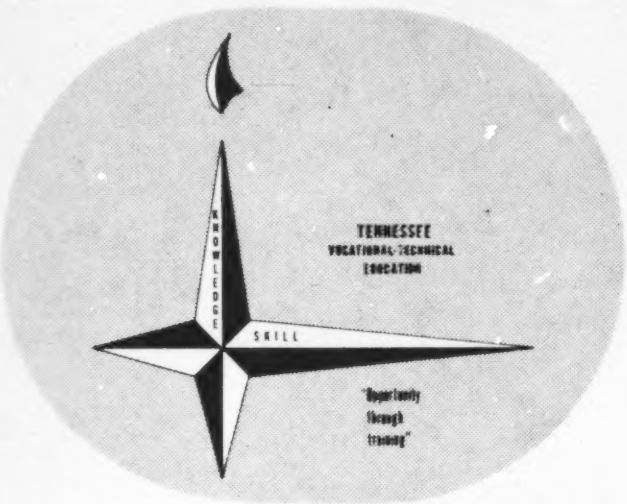
Final Report....

Pre-Vocational Education Workshop

July 8-19, 1974

Middle Tennessee State University

Murfreesboro, Tennessee



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JUL 16 1975

FINAL REPORT

PRE-VOCATIONAL EDUCATION WORKSHOP

JULY 8-19, 1974

Middle Tennessee State University

Murfreesboro, Tennessee

James Lorenz, Director

Margaret Putman, Assistant Director

Sponsored By

State Division of Vocational-Technical Education

Tennessee State Department of Education

in cooperation with

Middle Tennessee State University

Murfreesboro, Tennessee

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James Lorenz
Project Director

Margaret Putman
Assistant Project Director

INTRODUCTION, CONCEPT, GOALS, AND OBJECTIVES

Introduction

A pre-vocational education workshop was conducted from July 8th through the 19th, 1974, at Middle Tennessee State University in response to the need for developing and implementing pre-vocational programs in compliance with legislation enacted by the Eighty-Seventh General Assembly of Tennessee. House Bill 1203 and Senate Bill 1090 state that "appropriate counseling and pre-vocational courses shall be made available by 1975 in grades seven and eight."

The workshop was the result of a proposal written by Charlie Dunn and James Lorenz of Middle Tennessee State University in consultation with personnel from the Division of Vocational-Technical Education at the state and regional levels, Rutherford County School System, and Middle Tennessee State University. The proposal was funded by the State Division of Vocational-Technical Education for a period of twelve weeks from May 13, 1974 to August 2, 1974, with Dr. James Lorenz, Director, and Margaret Putman, Assistant Director.

This report summarizes the activities related to this project and utilizes the experiences gained from these activities to make recommendations for pre-vocational education in Tennessee.

Concept

During the preliminary stages of this project, and long before the proposal was finalized, a concept of pre-vocational education aimed toward meeting the intent of pre-vocational education legislation in Tennessee evolved from a series of meetings with local, state, and university personnel. This concept asserts that the success of career education, including pre-vocational education, will depend upon a number of essential elements, some of which are outlined below.

There must be understanding of the goals and objectives of career education at all levels and acceptance of the need for change where such is necessary. Further, it should be realized that the goals and objectives may be achieved in a variety of ways.

Since career education seeks to bring all subject areas to bear in a meaningful and relevant way through unifying and focusing it around a career development theme, it is essential that all segments of the school be involved in the development, implementation, and operation of courses and programs. This would involve the administration and all subject matter and service areas.

Career education seeks further to develop ladders or steps toward higher levels of occupational achievement. Vocational educators who will be providing instruction to an increasing number of students from the tenth grade through two years of post-secondary education will need to

provide much of the input into the selection and development of materials and the identification of activities at the pre-vocational level. The same is true with regard to industrial arts educators since exploration within clusters should continue for most students in the tenth grade and for many in the eleventh and twelfth grades.

It was with this concept in mind that the following project goals and objectives were formulated.

Goals

1. To bring together selected individuals in a workshop setting to plan a model pre-vocational education program at the seventh and eighth grade level.
2. To develop a plan for personnel development for teachers, counselors, coordinators, and others responsible for pre-vocational education programs.

Objectives

1. To develop understanding of the Tennessee Legislation and the concept of career education including pre-vocational education.
2. To develop and produce instructional materials and activities for use in pre-vocational education programs.
3. To develop scheduling patterns and student rotation plans with alternatives for various size schools and situations.
4. To plan an approach to development of effective public relations within the school and community, including advisory committees.

5. To identify useful community and instructional resources.
6. To develop an instructional plan, including courses and instructional materials to prepare teachers, coordinators, and other personnel to function effectively in a pre-vocational education program.
7. To produce plans, including instructional areas, equipment and supply lists, instructional and reference materials, schedules and rotation plans, and other necessary essentials for a model pre-vocational education program.

PRE-WORKSHOP ACTIVITIES

Introduction

In an effort to adequately meet the goals and objectives as previously stated, both the director and assistant director were employed for a period of eight weeks prior to the workshop. Their efforts during this period were concentrated on gathering appropriate resource materials, visiting existing pre-vocational and career education programs, preparing reference materials, meeting with consultants, and consulting with representatives of the Rutherford County School System. A brief discussion of each of these activities follows.

Gathering Appropriate Resource Materials

The first step in this process was to conduct an ERIC search on both pre-vocational and career education. Appropriate resources from these searches were identified and examined in greater detail. These publications, along with others identified through traditional library research procedures, were included in an annotated bibliography which was prepared and distributed to the workshop participants. The second step in the process was to send over 165 letters to publishers of occupational materials, school systems which have implemented junior high school pre-vocational

programs, and public service organizations which provide career information on a variety of occupations. As a result, numerous curriculum guides, textbooks, audio visual catalogs, films, filmstrips, cassettes, publishers' catalogs, guidance materials and catalogs, career games, and additional types of career information were obtained and displayed at the workshop. In addition, bibliographies entitled "Job Information You Can Write For" and "Selected Lists of Suppliers of Pre-Vocational Materials" were prepared from these materials and distributed to the workshop participants. A complete card catalog of the names and addresses of each resource was also developed and has been turned over to the model pre-vocational program along with all the materials displayed at the workshop which were not received on an approval basis.

Visitations to Existing Pre-Vocational and Career Education Programs

The purpose of this phase of the project was to gather as much information about existing programs as possible with regard to such items as scheduling, curriculum, instructional resources, and attitudes of staff, and to locate potential resource persons who would be willing to participate in the workshop as consultants. As a result, visitations were made to Knoxville, Johnson City, and Memphis, Tennessee; and Athens, Georgia. These visitations proved to be invaluable as the visitation sites were able to provide the workshop directors with a great deal of information and were more than willing

to provide consultant services and to assist in any way possible. The knowledge gained during these visitations was put to good use while preparing for and conducting the workshop.

Preparation of Reference Materials

A number of handouts were developed and provided for the workshop participants. These included a description of House Bill 1203 and Senate Bill 1091, teacher and student film evaluation forms, a statement of sample goals for pre-vocational education, a list of vocational materials at the MTSU library, forms for classifying and evaluating field trips and resource persons, an annotated bibliography, a list of local industries, a glossary, and other similar materials. In addition, a program was prepared for each day of the workshop which stated the objectives for the day, the day's agenda, and the various resources that were to be utilized in meeting the day's objectives.

These materials were distributed to the participants in a three-ring binder which was organized with a separate division for each day of the workshop. The various materials described above were placed after the divider which represented the day on which they were to be utilized or in the introductory or appendix sections of the binder.

Consultant Meetings

Meetings were held with representatives of the state and regional offices of Vocational and Technical Education,

the District Planning Office, Middle Tennessee State University, and the Rutherford County School System in an effort to keep them informed with regard to the status of the project and to gain further insight and direction with respect to meeting the project's stated goals and objectives. In addition, planning sessions were held with representatives of the departments of Education (Curriculum and Instruction) and Psychology (Guidance and Counseling) of Middle Tennessee State University for the purpose of determining the role each of these areas could play in making the workshop a success. Sessions were also held with the Rutherford County School System in an effort to assist them in developing a proposal for a model pre-vocational education program. These sessions proved to be invaluable and contributed greatly toward making the workshop a success.

PRE-VOCATIONAL EDUCATION WORKSHOP

Introduction

From the very beginning, this project was designed as an interdisciplinary effort. This was not to minimize the need for a strong vocationally oriented program, but it was realized that such a program could not succeed without the support and understanding of the academic disciplines. To this end, individuals of varying backgrounds and representing the complete spectrum of Central Middle School course offerings were brought together in an effort to design a system of pre-vocational education which would meet the needs of all students. This meant that a great deal of workshop time would need to be spent in assisting the participants in developing an understanding of the concepts of vocational as well as pre-vocational education and in applying these concepts to the development of curriculum materials for their various disciplines. The strategies used toward these ends are described in this section of the report.

Participants

Since one purpose of the workshop was to develop plans for a pre-vocational education model, it was desirable to select a core of participants from the school system within

which the model was to be implemented. As a result, eighteen of the twenty-one participants were from the Rutherford County school system. Of these eighteen, fifteen were from the Central Middle School in Murfreesboro and represented the areas of agriculture, home economics, office occupations, trade and industrial education, industrial arts, language arts, social studies, science, art, special education, health and physical education, guidance, and math. The Middle School administration was represented by the principal and the pre-vocational education coordinator who was assigned the rank of assistant principal. The three additional personnel from Rutherford County were the high school health occupations and distributive education teachers and the county vocational supervisor. Two junior high school industrial arts teachers from Hamilton County and one from Lincoln County rounded out the list of workshop participants. The name, school, and instructional area of each participant may be found in appendix A.

Facilities

The University Center at Middle Tennessee State University was selected as the site for the workshop. The facilities included one large meeting room and a smaller resource room which housed the various materials which had been collected for the workshop. The center also houses a cafeteria, book-store, and mail room which were used extensively by the participants. The nearby university library added greatly to the materials available for use by the participants. In addition to these facilities, every effort was made to utilize

the entire community of Murfreesboro in the form of field trips, guest speakers, and consultants.

First Week (July 8-12)

The morning of the first day was spent in getting acquainted, registering for university credit, and discussing the workshop guidelines. Special emphasis was given toward developing a basic understanding of pre-vocational education in relationship to the broader aspect of vocational education. Presentations were made on the afternoon of the first day by Mr. William M. Harrison, Assistant Commissioner, State Department of Education, and Mr. Charlie Dunn, Director of Vocational-Technical Education at Middle Tennessee State University. Emphasis was given to the Comprehensive Vocational Education Act in terms of its implications for pre-vocational education.

Consultants from the Tennessee school systems in Johnson City, Covington, and Memphis, and the University of Georgia worked with the participants on the second day in an effort to help identify desirable strategies for implementing pre-vocational education in the middle school. Each of the consultants gave a brief presentation during the morning session in which they discussed the programs in their respective school systems. The consultants and participants spent the remainder of the day working together in developing a tentative list of goals for the pre-vocational model, identifying desirable characteristics of the pre-vocational teacher, and developing a number of strategies for implementing

pre-vocational education and identifying appropriate pre-vocational resources and equipment.

Field trips were conducted to Oakland and Holloway High Schools in Murfreesboro on the third day for the purpose of familiarizing the participants with the vocational offerings and facilities. Mr. Raymond Nunley, Vocational Supervisor for Rutherford County and a workshop participant, conducted the tour of each school and explained the programs.

Consultive services were provided during the afternoon of the third day by curriculum specialists from the Middle Tennessee State University Education Department. The intent of their assistance was to assist participants in developing instructional units for the pre-vocational program.

The fourth day of the workshop was used to present a variety of commercial media that might be considered for use in pre-vocational education. Representatives from McKnight Publishing Company, Singer Education Systems, and Compulearn discussed their material with the group. Individual and small group instructional unit development occupied the remainder of the day.

Special education and guidance were given specific emphasis on the fifth day of the workshop. Middle Tennessee State University specialists in these areas made presentations to the total workshop group including effective suggestions for ways in which to work with the middle school student. Additional materials available from commercial companies were

presented by representatives of Multigraphs, Division of Addressograph Multigraph and Singer Company. At the end of the first week, the week's work was critiqued; and plans were discussed for the second week of the workshop.

Second Week (July 15-19)

The second week began with the total group developing a statement of philosophy and goals for the pre-vocational program at Central Middle School. Using this as a frame of reference, individuals and groups worked throughout the week during unscheduled time to develop final drafts of the products expected as a result of the workshop. These products are discussed in the next section of this report. The afternoon of the first day was occupied with presentations by representatives from Employment Security and Science Research Associates.

Tuesday began with a presentation by a Xerox Learning Systems representative. The remainder of the day was spent in individual and small group work except for a portion of the afternoon session which was devoted to a short presentation by the personnel director of State Farm Insurance. The purpose of the presentation was to explain the operation of State Farm and the qualifications expected of potential employees as well as to prepare the workshop participants for a field trip to State Farm Insurance on the following day.

On Wednesday Dr. Walter Cameron of the Tennessee Research Coordinating Unit explained Project INFOE to the group. He

also talked about the various other services available from the RCU and informed the participants as to how they might avail themselves of these services. The afternoon session was devoted to the previously mentioned field trip to State Farm Insurance Company.

The next to last day of the workshop began with field trips to the Samsonite Corporation and the White Stag Manufacturing Company with half the group visiting each industry. The morning session concluded with an informal meeting over coffee at the home of the assistant director where the morning visits were discussed. The afternoon session was occupied by a presentation from a sales representative who explained the purpose, use, and administration of the Ohio Vocational Interest Survey. The remainder of the day was spent in small and large group work.

On the tenth and last day of the workshop, the participants gave summary presentations of the instructional units they had developed for use in the pre-vocational education program. Scheduling patterns and student rotation plans with alternatives were discussed, and a plan for use in the development of effective public relations within the school and community was outlined. Small group work was utilized to make written suggestions related to planning the content of possible pre-vocational teacher education courses to be offered by the university and to evaluate the workshop. Their specific recommendations are discussed in the evaluation and course offerings section of this report. In addition, a representative

of the U.S. Armed Services gave a presentation on the Armed Services Vocational Aptitude Battery. This test will be administered to the Central Middle School students on an experimental basis during the 1974-75 school year. It is designed to predict success in occupational training. The workshop concluded with a luncheon attended by the participants and staff.

Evaluation

Several strategies were utilized in an effort to evaluate the workshop. These included a pre- and posttest, daily evaluation forms, and small group evaluations on the final day of the workshop. In addition, daily informal discussions were held with the workshop participants to ascertain their reactions to specific programs. A brief discussion of the results of these evaluations follows.

A modification of the Career Information Inventory[1] was administered on the first and final days of the workshop as the pre- and posttest. This test was designed to measure attitudes toward a variety of pre-vocational concepts. The participants rated their feelings on such statements as "School curricula should be oriented to relate to career development" and "Pre-Vocational Education is more appropriate for boys than girls" on a five point scale ranging from strongly agree to strongly disagree. A T-Test applied to

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[1]Manneback, Alfred J., et al., Career Education Information Inventory, Kentucky Research Coordinating Unit for Vocational Education, Lexington, Kentucky, March, 1972.

the resulting data indicated that the participants scored significantly higher on the posttest at the .01 level of significance than on the pretest.

At the end of each day a form was distributed to each participant on which they were to indicate the day's activity which they thought was most valuable, as well as the activity they considered least valuable and to briefly evaluate the day's session. The reactions on these forms were then used to make last minute program changes in an effort to make optimal use of workshop time.

In general, the reactions on these forms were quite favorable to the programs with the least valuable section of the form often left blank. Presentations by Murfreesboro industrial representatives, field trips, time alloted for work on instructional units, selected company sales representatives, a tour of local high schools, films, and the consultants from school systems which had implemented pre-vocational programs were highly regarded by the participants. Some of the company sales representatives and a curriculum presentation received a less favorable reaction.

On the final day of the workshop the entire group was divided into four small groups for the purpose of discussing and recording their reactions to the workshop in the absence of the project director and assistant director. Favorable comments included the following:

* Preparation for workshop by the directors
* Consultant services given by those consultants who

have been involved in pre-vocational education to date

* Informal discussions highly favorable and enjoyable
* Materials and resources on display and for use very beneficial
* Field trips interesting exposure to the world of work
* Freedom of expression, good group interaction, and effective group work
* Exploratory involvement by participants
* Positive change in attitudes of participants

The less favorable comments were:

* Company representatives not well orientated to particular needs or interests of participants
* Presentations of salesman more selling than informing--too much sales pitch
* Time too limited for exploration of materials
* Presentations by some university personnel inappropriate and not well planned

WORKSHOP PRODUCTS

Introduction

A major thrust of the workshop was to develop materials which would assist the personnel at Central Middle School in implementing the model program and to suggest content for courses in pre-vocational education to be offered at Middle Tennessee State University at some future date. This section briefly discusses each of these products.

Central Middle School Philosophy and Goals

After several days of exposure to the concept of pre-vocational education, the participants were divided into two groups for the purpose of developing a pre-vocational education philosophy for the model. One group was composed entirely of academic teachers and the other, vocationally oriented personnel. Much to the surprise of almost everyone, when the philosophies of the two groups were presented to the group as a whole, they were remarkably similar. It was at this point that the group began to realize that pre-vocational education offered potential for the enrichment of all instructional areas and really began to pull together. The combined philosophy and goals of the two groups are stated as follows.

Philosophy

The Pre-Vocational Program at Central Middle School is a part of the total educational process of each individual. All school personnel work together to provide an awareness-exploratory program to orientate and implement hands-on experiences in the world of work. This program includes an exposure to laboratory experiences, occupational information, and developing decision making skill.

Goals

1. To provide students with hands-on activities in the various pre-vocational areas offered.
2. To provide adequate time in pre-vocational classes to develop basic skills, individual interest, and self awareness.
3. To aid students in the selection of high school courses by:
   a. Exploring occupational clusters as they relate to secondary vocational training (grades 9-12) at Oakland, Riverdale, and Holloway Schools.
   b. Exposing students to professional, paraprofessional, and nonprofessional occupations in order to give them a broader perspective of the world of work.
4. To correlate all the disciplines within the school in order to create a total educational experience.
5. To make the basic subject matter more meaningful and relevant through unifying and focusing it around a career awareness theme.

6. To give proper guidance and encouragement to all students within the school through a unified effort of guidance personnel and teacher-counselors.
7. To help develop in each student desirable attitudes and practices with respect to health and safety in the World of Work.

Scheduling

A major constraint was placed on the development of the model due to the fact that students had already been scheduled into classes for the 1974-75 school year. This schedule provided an average daily schedule of three seventh grade classes with rotation at nine week intervals and two eighth grade classes with rotation at eighteen week intervals for each vocationally orientated area. As a result, it was decided to fuse pre-vocational activities into the existing areas of home economics, industrial arts and business education and to develop new programs in agriculture, health occupations, and distributive education. The manner in which occupational information was to be introduced into the academic areas was left to the discretion of the individual departments with the restriction of channeling all activities through the director of pre-vocational education to avoid overlapping and provide for a coordinated effort. The entire program will be under continual review and evaluation, and consideration will be given to alternate schedules at the appropriate times.

Instructional Units

Each participant developed an instructional outline for his or her area of instruction based on the unit format. Each unit contained a rationale, objectives, resources, activities, and evaluations which were based on the previously discussed statements of philosophy and goals. It was left to the discretion of the teacher as to whether these units should stand alone or be fused into the existing curriculum. An English and an Office Occupations Unit has been included in the appendixes D and E. They provide an example of pre-vocational information fused into the existing curriculum. The units which were developed should not, however, be considered final products. This material will be field tested, evaluated, and revised at Central Middle School in Murfreesboro, Tennessee during the 1974-75 school year.

Public Relations Plan

From the beginning it was realized that the failure or success of the pre-vocational education model might well hinge on the ability of the participants to sell the concept to their fellow teachers and the community. With this in mind the following public relations plan was developed.

I. Promote the Program with Teachers

   A. Inservice Education: explain to teachers the program and answer any question they might have.

   B. Encourage departmental meetings with teachers and department heads.

C. Open-Door Policy: encourage teachers to come to the office and ask questions of the Coordinator and Guidance Counselor at any time.

D. Coordinator and Counselor will be available to work and help teachers at any time.

II. Parent-Teacher Groups

A. Talk with Parent-Teacher groups about the program explaining the importance and necessity of such a program.

B. Encourage parents to visit the school and see what is actually happening within the program.

C. Encourage parents to take an active part in helping to develop the entire program.

III. Industry and Business

A. Make contacts with local business and industry personnel.

B. Visit local business and industrial plants to see what they are doing.

C. Encourage these businesses and industrial plants to contribute to the program. These contributions may be made by providing materials and speakers, allowing field trips, etc.

D. Keep in contact with personnel and follow up activities with thank you notes.

IV. Student Recognition

A. Develop newspaper and magazine articles for the local news media showing students at work.

B. Allow students to make visits to groups and clubs within the community explaining their part within the program.

C. Encourage students to talk with parent groups about the program.

D. Give awards or other privileges of encouragement to students who may excel in their particular areas.

V. Departmental Publicity

A. Department leaders will submit written articles to the Coordinator explaining what is being done in their department relating it to the overall program. These articles should be submitted bi-monthly.

B. News articles from each department will be used to promote the program. These articles may be teacher written or student written.

C. Department leaders will work with Coordinator to obtain publicity within this area.

D. Department leaders will work with local business and industry personnel.

VI. Civic Clubs

A. Contacts will be made with local civic clubs asking for time to explain the program to their membership at one of their regular meetings.

B. Civic clubs will be visited after invitation.

C. Students, teachers, and other school personnel will visit these clubs.

D. Members of the civic clubs will be invited to visit the school and look at the program.

VII. Field Trips

A. After contact with local businesses and industries, teachers, students, and school personnel may visit these places.

B. During inservice education teachers may visit local businesses and industries to see what may be offered by these places.

Potential MTSU Courses

On the final day of the workshop the participants were divided into small groups for the purpose of providing input for courses in pre-vocational education which might be offered at MTSU at some future date. Their suggestions included the following.

* Orientations to pre-vocational education for overview of occupations and world of work, rather than skill teaching.
* Special attention to ways for implementing pre-vocational education into all teaching areas.
* Counseling and guidance techniques and instruments appropriate for seventh and eighth graders.
* Exposure through study, observation, and contact to community services, agencies, industries, businesses, and job opportunities.

* Conscious and meaningful experiences to create an awareness of conditions and backgrou ds from which all students may come.
* Use of resources and relevant activities to promote positive public acceptance of pre-vocational education.
* Visits by university faculty members to middle schools to see present day situations.
* Applied activities in pre-vocational education on-sight situations.

As a result of these suggestions and further study, the following two university courses are proposed.

ORIENTATION TO PRE-VOCATIONAL EDUCATION

I. Overview of vocational education
II. Review of state and federal legislation pertaining to vocational education with emphasis on implications for pre-vocational education
III. Role of pre-vocational education in vocational guidance
IV. Review of existing programs in pre-vocational education
V. Development of philosophy and goals of pre-vocational education
VI. Development of pre-vocational model
    A. Scheduling
    B. Program organization
    C. Objectives
    D. Integration of vocational and academic
    E. Community resources

F. Advisory committees

G. Public relations

H. Evaluation

I. Etc.

ADMINISTRATION AND INSTRUCTION OF PRE-VOCATIONAL EDUCATION

I. Review of philosophy and goals of pre-vocational education

II. Administration and supervision of pre-vocational programs

A. Development and use of advisory committees

B. Integration of total staff

C. Planning public relations program

D. Utilizing community resources

1. Establishing resource files

2. Facilitating use of resources

E. Scheduling

III. Pre-Vocational instruction

A. Identifying student needs

B. Development of instructional units

1. Objectives

2. Activities

3. Resources

4. Evaluation

C. Instructional strategies

SUMMARY AND RECOMMENDATION

Summary

The two-week workshop resulted from a proposal submitted to the State Department of Fducation, Division of Vocational Education in response to legislation enacted by the Eighty-Seventh General Assembly which stated that "appropriate counseling and pre-vocational courses shall be made available by 1974 in grades seven and eight." As approved, the proposal provided for a director and assistant director to be employed for a period of twelve weeks in an effort to meet the following two major goals.

1. To bring together selected individuals in a workshop setting to plan a model pre-vocational education program at seventh and eighth grade level.
2. To develop a plan for personnel development for teachers, counselors, and others responsible for pre-vocational education programs.

The eight weeks prior to the workshop were spent in preparing for the workshop and in refining a pre-vocational concept consistent with both state and local needs. This involved gathering appropriate resource materials, visiting existing pre-vocational and career education programs, preparing resource materials, meeting with consultants and

consulting with representatives of the Rutherford County School System.

The workshop itself was held on the Middle Tennessee State University campus from July 8-19, 1974. Eighteen of the twenty-one participants were teachers and administrators from the Rutherford County School System. These teachers were predominantly department chairmen representing each discipline at the Central Middle School. The remaining three teachers were junior high industrial arts teachers from Lincoln and Hamilton Counties.

A very informal atmosphere prevailed at the workshop; and liberal use was made of consultants, small and large group work, audio-visual materials, and field trips. The participants produced several products including statements of philosophy and goals, a public relations plan, instructional units, a schedule for the model program, and suggestions for potential university courses in pre-vocational education. These products are presently being utilized and refined in the pre-vocational education model program in the Central Middle School in Murfreesboro, Tennessee.

Recommendations

In lieu of the experiences gained from the implementation of this project, the following recommendations are made.

1. A comprehensive set of guidelines be developed to ensure a degree of uniformity among pre-vocational programs within the State of Tennessee. These guide-

lines should allow for flexibility in meeting the needs of individual school systems.

2. Future pre-vocational workshops should involve experienced pre-vocational teachers, counselors, and administrators in the developmental, implementation and follow-up processes.
3. Funds be allocated to provide teachers, administrators, and counselors with the opportunity to visit other programs, exchange ideas, and materials.
4. Each pre-vocational program organize an advisory committee composed of teachers, administrators, parents, students, representatives of business and industry, and members of the community at large.
5. Pre-vocational education should be a comprehensive program involving the entire faculty and staff of the middle school. Appropriate funds should be made available to all instructional areas. This is particularly crucial due to the lack of any structured career orientation program in grades K-6 in Tennessee.
6. Future pre-vocational workshop dates should be set well in advance allowing time and funds for adequate preparation and the notification of potential participants.
7. Workshop staffs should involve representatives of guidance and counseling, curriculum and instruction, and vocational education to ensure a comprehensive

approach to pre-vocational education which utilizes the latest developments in instructional technology.

8. Workshop sites should provide a comprehensive display of both commercially available and teacher-made pre-vocational materials.
9. Workshop activities should include visits to local businesses and industries.

APPENDIX A

WORKSHOP PARTICIPANTS

1. George G. Campbell, Model Coordinator
   Central Middle School
   Murfreesboro, Tennessee 37130

2. Sara C. Cobb, Mathematics
   Central Middle School
   Murfreesboro, Tennessee 37130

3. Jerry L. Culbertson, Industrial Arts
   Central Middle School
   Murfreesboro, Tennessee 37130

4. Sandra Drake, Office Occupations
   Central Middle School
   Murfreesboro, Tennessee 37130

5. Ivan E. Duggin, Distributive Education
   Riverdale High School
   Murfreesboro, Tennessee 37130

6. Sue Grubbs, Social Studies
   Central Middle School
   Murfreesboro, Tennessee 37130

7. Elizabeth Graves, Health Occupations
   Oakland High School
   Murfreesboro, Tennessee 37130

8. A. T. Jackson, Agriculture
   Central Middle School
   Murfreesboro, Tennessee 37130

9. Helen Jennings, Girls Physical Education
   Central Middle School
   Murfreesboro, Tennessee 37130

10. William E. Locke, Industrial Arts
    Fayetteville City Schools
    Fayetteville, Tennessee 37334

11. Peggy Mason, Science
    Central Middle School
    Murfreesboro, Tennessee 37130

12. Henderson F. Massey, Industrial Arts
    Hamilton County Schools
    Chattanooga, Tennessee

13. Raymond Nunley, Vocational Supervisor
Rutherford County Schools
Murfreesboro, Tennessee 37130

14. Joy Perkins, Special Education
Central Middle School
Murfreesboro, Tennessee 37130

15. Patricia Short, Guidance
Central Middle School
Murfreesboro, Tennessee 37130

16. Sharon Summar, Home Economics
Central Middle School
Murfreesboro, Tennessee 37130

17. Mary Swafford, English
Central Middle School
Murfreesboro, Tennessee 37130

18. Thomas Terpenny, Principal
Central Middle School
Murfreesboro, Tennessee 37130

19. Patricia Todd, Art and Music
Central Middle School
Murfreesboro, Tennessee 37130

20. Richard Wise, Industrial Arts
Central Middle School
Murfreesboro, Tennessee 37130

21. Charles E. Wolff, Industrial Arts
Hamilton County Schools
Chattanooga, Tennessee

APPENDIX B

CONSULTANTS
Pre-Vocational Education Workshop
July 8-19, 1974

Division of Vocational Education
State Department of Education

1. Mr. William M. Harrison
   Assistant Commissioner
   Division of Vocational-Technical Education
   205 Cordell Hull Building
   Nashville, Tennessee 37219

2. Dr. Walter A. Cameron
   Assistant Director
   Tennessee Research Coordinating Unit
   2020 Terrace Avenue
   Knoxville, Tennessee 37916

3. Mr. Leo Hoc an, Supervisor
   Industrial Arts, Program Planning
   Room 209, Cordell Hull Building
   Nashville, Tennessee 37219

4. Mr. Ed B. Hudgens, Chief
   Program Services
   Room 200, Cordell Hull Building
   Nashville, Tennessee 37219

5. Mr. Russell Smith, Director
   Research, Programs Services
   Room 200, Cordell Hull Building
   Nashville, Tennessee 37219

Exemplary Programs

1. Mr. Ron Fritchley, Director
   Pre-Vocational Education Curriculum
   Development Project
   213 Fain Hall
   University of Georgia
   Athens, Georgia 30602

2. Mr. Clayton Haynes, Director
   Model Career Education Program
   Covington City Schools
   Covington, Tennessee 38019

3. Mr. James E. Hugueley, Director
   SPAN and Model Career Program
   Career Education Programs
   Memphis City Schools
   Memphis, Tennessee

4. Mr. Donald McCulley, Director
   Johnson City Vocational School
   501 Garland Drive
   Johnson City, Tennessee 37601

Commercial Companies

1. Mr. Dave Downen
   Science Research Associates, Inc.
   5168 Fairbank Avenue
   Memphis, Tennessee 38118

2. Mr. Robert J. Duby
   Test Representative for Tennessee (OVIS)
   Harcourt Brace Jovanovich, Inc.
   1454 Darbel Drive
   Morristown, Tennessee 37814

3. Mr. Goda
   Singer Education Division
   Career Systems
   Rochester, New York 14603

4. Mr. Bob Osteen
   COMPULEARN
   P. O. Box 15793
   Nashville, Tennessee 37215

5. Mr. Larry Shupe, Sales Representative
   McKnight Publishing Company
   610 North 6th Street
   Mayfield, Kentucky 42066

6. Mr. Charlie Whicker, Sales Representative
   Multigraphics Division
   Addressograph Multigraph
   1903 West End Avenue
   Nashville, Tennessee 37203

7. Mr. Bill Kuhlman
   Education Liaison
   Navy Recruiting District
   1808 West End Avenue
   Nashville, Tennessee 37203

8. Mr. David Gilchrist
Account Executive
Zerox Learning Systems
2250 North Druid Hills Road, N. E.
Atlanta, Georgia 30329

10. Mr. James Vincent
Singer Company
Nashville, Tennessee

Murfreesboro Agencies and Industries

1. Mr. Robert Haston, Director
Employment Security
220 East Vine Street
Murfreesboro, Tennessee 37130

2. Mrs. Jean Heilig
State Farm Insurance Company
Regional Office
Northwest Broad Street
Murfreesboro, Tennessee 37130

3. Mr. Tommy Tomlinson, Personnel Manager
Samsonite Corporation
Samsonite Boulevard
Murfreesboro, Tennessee 37130

4. Mr. Jack Tutor, General Manager
White Stag Manufacturing Company
Park Avenue
Murfreesboro, Tennessee 37130

Middle Tennessee State University Personnel

1. Mr. Charlie M. Dunn, Director
Vocational-Technical Education
School of Basic and Applied Sciences

2. Dr. Gerald Baughman, Associate Professor
Education Department (Curriculum)

3. Dr. Neil G. Ellis, Chairman
Industrial Arts and Technology Department

4. Dr. Jeannette Heritage, Assistant Professor
Psychology Department

5. Dr. Aubrey Moseley, Professor
Education Department (Curriculum)

6. Dr. Helen Self, Assistant Professor
Education Department (Special Education)

7. Dr. F. S. Voorhies, Dean
   School of Basic and Applied Sciences

Rutherford County Education System

1. Mr. Raymond Nunley
   Director of Vocational Education
   Rutherford County Schools
   502 Memorial Boulevard
   Murfreesboro, Tennessee 37130

2. Mr. Thomas Tenpenny, Principal
   Central Middle School
   East Main Street
   Murfreesboro, Tennessee 37130

APPENDIX C

VISITORS ATTENDING WORKSHOP

Margaret Crockett, State Supervisor
Home Economics

Russell Smith, Research
Program Services, State Office

Dr. Edwin E. Lamberth
Regional Research and Development Coordinator

Joe E. Hill, Regional Supervisor
Distributive Education

Elizabeth Johnston, Regional Specialist
Home Economics Education

Dr. Dalton Drennan, Chairman
Business Education, MTSU

Richard David, Regional Supervisor
Office Occupations

W. E. Holt, Regional Supervisor
Management, Columbia

Edward J. Kobeck, Regional Supervisor
Trade and Industrial Education

Willie H. Mathis, Regional Supervisor
Trade and Industrial Education

Dr. M. G. Scarlett, President
Middle Tennessee State University

Dr. Howard Kirksey
Vice-President forAcademic Affairs, MTSU

Melville G. Parker, Director
Multisystem Career Education Project
Tullahoma

APPFNDIX D

PRE-VOCATIONAL ENGLISH UNIT

Subject Area: English

Title of Unit: Exploring the Newspaper Field

Rationale for Unit: Investigating the occupational offerings in the journalism field and the closely allied publishing and graphic arts industries is an excellent means of giving students valuable knowledge and experience and stimulating student respect for various work roles. The concrete activity of organizing, writing, editing and publishing a newspaper involves students using their abstract knowledge and skills in a practical application.

Objectives:

1. Given a group of occupational titles in the newspaper field, the students will be able to organize them under the three department headings of editorial, mechanical, and business according to the characteristics of each work role.

2. Students will be able to spell and define vocabulary words from the unit study.

3. In a discussion of editorial cartoons, the student will be able to define the term, describe the incident of individual features in the cartoon, and analyze the cartoon according to content, motivation, and effectiveness of treatment.

4. The learner will be able to discuss in written form the importance of language skills to newspaper writing, mentioning specific skills and those work-rolls that employ them more heavily than others.

5. Students will demonstrate their writing skills by writing news stories of class events or field trips following the criteria of style, content, and mechanics that pertain to news stories.

6. In the course of the unit study the students will demonstrate their oral communication skills by selecting a classified ad from an assortment of employment ads, and reporting on it orally to the class, mentioning the kind of work offered, the preparation required, the hours and salary (if given), and the procedure for application.

7. In a written discussion, the student will be able to determine and analyze the newspaper's role in informing the public, including such items as the responsibility of the newspaper to its readers, the provisions to protect the free press under the Bill of Rights, the newspaper as an influencer of public opinion, etc.

8. The student will be able to name ten workers in the newspaper field and describe their duties.

9. The students will be able to trace either orally or in written form the origination of a news story from the actual incident through the final edition that reaches the reader's hands. At least five operations that occur in the process should be mentioned.

10. The students will be able to solve mathematics work problems dealing with advertising costs and column inches.

11. The student will be able to describe the raw materials of newspaper production, the ink, paper, metals, etc. Students will be able to describe graphically in simple form the process by which newsprint is made from wood and water.

12. The student will be able to solve word problems dealing with addition, subtraction, multiplication, and division in reference to newspaper budget figures.

Activities:

1. Show an appropriate film or filmstrip on newspapers and their relation to the community.

2. Plan a bulletin board display of different types of newspapers or newspaper articles. Have samples from local papers, Metro Nashville, and any others that are available.

3. Make a display of books and pamphlets that relate to the newspaper field.

4. Initiate a discussion of the importance of newspapers to the community.

5. Plan and give a brief questionnaire concerning newspaper reading habits. Discuss and chart the results.

6. Invite a resource person in the newspaper field to discuss his activities with the class.

7. Distribute copies of newspapers and discuss the different parts and departments of the paper. Try to determine the functions of each and which ones are the most popular.

8. Have students make drawings of different phases of the newspapers that interest them.

9. Make wall charts on vocabulary words, occupational listings, and information that is needed. Illustrate with clippings from the newspaper, pictures, and students' drawings.

10. Dramatize phases of newspaper operation and have individual students role play the different positions.

11. Clip different types of articles from the newspaper to compare the writing styles of each. Compare a straight news article and a feature story to see if sentence structure, sentence length, diction, etc., differ. Compare news writing with the composition, descriptive writing done by students.

12. Do library research on famous newspaper men (their lives, contribution, activities, etc.). Have individual oral or written reports on research.

13. Distinguish between different newspaper articles as to function, content, interest, technique, style, etc. Practice writing different types of articles (straight news, features, sports stories) in preparation for publication in class or school newspaper.

14. Plan publication of paper. Organize into departments (News, Sports, Society, Entertainment, etc.) and plan format of paper. Different interest groups could handle the various assignments.

15. Initiate a discussion of the importance of language skills to newspaper workers. (Spelling, punctuation, organization, sentence structure, word choice).

16. Practice interviewing skills that a reporter might use. Utilize these skills in role playing, field trip conversations, and talks with resource people.

17. Read books for book review section in a newspaper. Have individuals alternate handling the assignment of reading a book and writing a review to be printed.

18. Work problems using multiplication and division skills in dealing with advertising costs in newspapers.

19. Discuss the costs involved in operating a newspaper, (cost of materials, newsprint, ink, equipment and maintenance of facilities, salaries, taxes, transportation and distribution costs, etc.)

20. Have students design and illustrate comics for the newspaper. Do editorial cartoons based upon some topic of current interest.

21. Take field trip to Daily News Journal to provide an actual view of what goes on in the journalism field.

Resources:

1. Filmstrips and Cassettes:
"The World of Communications", McKnight Publishing Company.

2. Books:

(a) Arnold, Elliott. Nose for News - The Way of Life of a Reporter. The Way of Life Series, Row, Peterson, Chicago, 1941.

(b) Banner, M. G. The Real Book About Journalism. Garden City Books, Garden City, N.Y., 1960.

(c) Botter, David. News Reporters and What They Do. Franklin Watts, Inc., New York, 1959.

(d) Burt, Olive W. Peter's Story Goes to Press. Henry Holt Company, New York, 1943.

(e) Floherty, John. Your Daily Paper. J.B. Lippincott Company, Philadelphia, 1938.

(f) Stein, M. S. Your Career in Journalism. Julian Messner Publishers, N. Y., 1966.

3. Resource Persons

DeHoff Publishing Company
Daily News Journal
MTSU Journalism Department

4. Equipment and Supplies

typing paper	metal ruler
newspapers	file folders
butcher paper	tempera paint

construction paper	scissors
poster paint	ditto sheets
tacks	stapler and staples
advertising cost catalog	type face catalog

Evaluation:

1. Give written test to determine changes in knowledge level.

2. Give questionnaire concerning newspaper reading habits.

3. Did students exhibit any change in attitude toward their school-related activities or toward the world of work?

APPENDIX E

PRE-VOCATIONAL OFFICE OCCUPATIONS UNIT

Subject Area: Office Occupations

Title of Unit: Introduction to the Cluster of Office Occupations

Rationale for Unit: To identify the many office related jobs, recognize desirable characteristics of office workers, and learn the letter keys of the typewriter by the touch method as well as operate the various parts of the machine.

Objectives:

1. To identify the six job families in the cluster of office occupations and types of jobs within each.
2. To type all letters of the typewriter keyboard by touch, using correct fingering.
3. To locate and demonstrate the correct use of the manipulative parts of the typewriter.
4. To demonstrate correct posture daily while typing.
5. To identify aspects of finger action stroking and apply daily in drills.
6. To identify general characteristics of office personnel.
7. To discuss case situations concerning professional qualities desirable in office workers.
8. To relate basic skills in academic areas to skills needed in office work.

Activities:

1. Class will discuss previous knowledge or experience with people in office jobs.
2. Students will talk with someone they know in an office job and list: job titles, where employed, duties, employee satisfaction.
3. Follow up on #2 class discussions. . . will classify each report according to areas with main cluster.
4. Bring want ads to class from different newspapers. Compare ads as to job titles, salary, qualifications asked for, and experience, and group in cluster areas.

5. Student will watch teacher demonstration of insertion and removal of paper in the typewriter; each student will repeat the steps daily thereafter.

6. Students will apply touch typing techniques to typing the home keys the first day and approximately two new keys daily for 20-30 minutes of instruction using short words and drills.

7. Students will watch teacher demonstration of her ability to type.

8. Describe proper typing form through class discussion of each element and its importance to touch typing.

9. Watch teacher type.

10. Watch other students.

11. View film.

12. Students complete a check list of personal traits.

13. Write a short autobiography with paragraphs on their interest in a career in office work.

14. View film/s and list personality traits desirable for office workers.

15. Guest speaker/or listen to cassette tape . . .discuss characteristics expected in employees.

16. Role play situations contrasting right and wrong manners, grooming, and dress.

17. Compare manner of office grooming with other occupations by bringing pictures or talking with workers.

18. Small groups will find pictures of office workers and want ads and make posters displaying cluster areas.

19. View filmstrips.

20. Work crossword puzzle.

21. Class discussion on jobs for men as well as women in office occupations.

Resources:

1. Bulletin board showing cluster.
2. Transparencies . . . "Careers in Office Occupations".
3. Filmstrip . . ."The Working World of a Secretary".
4. Want ad section of a newspaper
5. Dictionary of Occupational Titles
6. Pictures of office workers.
7. Parents, guest speaker from a business.
8. Teacher prepared corssword puzzle or other games.
9. Teacher demonstration of touch typing skill.
10. Demonstration stand and typewriter.
11. Text - Personal Typing for Junior High Schools
12. Transparencies of machine parts and step by step instruction on usage.
13. Transparencies - Body position, desk arrangement, book placement, etc.
14. Photographs of persons typing.
15. Film . . ."Building Typing Skill", 16 mm.
16. Guest speaker - personnel director from local business.
17. Film - "Working Together", "Do I Want to Be A Secretary?"
18. Exploratory Business; Dame, Patrick, and Grubbs, Gregg Publishing Company, 1971.
19. Clerical Office Procedures; Meehan Paseward, Oliverio, South-Western Publishing Company, 1973.
20. A Career in the Modern Office; Morrison, Gregg Publishing Company, 1969, #1 and 2.
21. Business Behavior.

Evaluation:

1. Observation.
2. 85% accuracy on matching quiz.
3. Self-evaluation of class participation.
4. Student critique of film or speaker, etc.
5. Daily observation of each student.
6. 80% accuracy in listing parts and function of each.
7. Class participation in discussion.
8. Listing of techniques.
9. Rating of student progress on checklist.
10. Student critique of speaker or film.
11. List and explain characteristics.
12. Rate themselves on their traits that apply to office traits.